

Montalbo Nursery and Primary School



EYFS Curriculum Intent, Implementation and Impact

Intent

At Montalbo Nursery and Primary School, we provide a safe, nurturing and stimulating Early Years environment where there are no limits or barriers to what children can achieve. We aim to inspire children, encourage collaboration and endeavour, and enable every child to learn, grow and flourish.

We put children at the heart of everything we do and ensure that they experience a curriculum that is inspiring, engaging, ambitious and exciting. Our curriculum is designed around the seven areas of learning and development within the Early Years Foundation Stage (EYFS), with a strong focus on developing communication and language, building vocabulary and providing children with the knowledge and skills they need to become confident, independent learners.

Our children experience an appropriately balanced combination of adult-led learning, purposeful play and continuous provision. This allows them to explore new concepts, follow their interests, develop their curiosity and become increasingly independent. We recognise that children learn in different ways and at different rates and therefore provide a curriculum that is responsive to their individual needs, interests and experiences.

Our continuous provision is carefully designed to create a consistent, enabling environment in which children can explore safely, revisit learning, develop their ideas and be appropriately challenged. There is clear progression in provision from Nursery to Reception and into Year 1, ensuring that children build upon what they already know and can do.

Our curriculum is progressive, sequential and ambitious, while remaining responsive to the needs of individual children. Assessment is used to identify children's strengths, interests and areas for development and to inform our planning and provision. We use professional knowledge and judgement to ensure that children have opportunities to deepen their understanding rather than simply move through a series of age-related expectations.

We place a strong emphasis on the Characteristics of Effective Teaching and Learning. Children are encouraged to become active learners who explore, investigate, create, think critically, make connections,

solve problems and develop their own ideas. Through rich experiences, purposeful play and high-quality interactions with adults, children develop the confidence and skills they need to become lifelong learners.

We believe that providing children with meaningful, practical and exploratory experiences equips them with the knowledge, skills and dispositions they need to progress successfully throughout their school life.

We work closely in partnership with parents and carers, recognising the important role that families play in children's learning and development. Through strong relationships and open communication, we share information, celebrate children's achievements and work together to maximise learning opportunities.

Throughout the Early Years, we establish firm foundations for future learning. By the end of Reception, children have developed the knowledge, skills, confidence and independence needed to make a successful transition into Year 1 and continue their learning journey as independent, creative, resilient and critical thinkers.

Implementation

- To provide an EYFS curriculum with no limits or barriers:

We understand the importance of allowing children to follow their interests and develop their natural curiosity. We observe children carefully and use what we know about them to adapt our provision, ensuring that learning opportunities are meaningful, purposeful and appropriately challenging.

Our provision is continuously reviewed and adapted in response to children's interests, engagement and developmental needs. This ensures that the learning environment remains stimulating and provides opportunities for children to revisit, practise and extend their learning.

Adults use high-quality interactions, including open-ended and probing questions, to extend children's thinking and language. These interactions encourage children to explain their ideas, share their thinking, make connections, solve problems and develop their vocabulary.

- To provide a curriculum that is inspiring, engaging and exciting:

Our curriculum is built around the seven areas of learning and development within the EYFS:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

The three prime areas of Communication and Language, Personal, Social and Emotional Development and Physical Development underpin children's learning and development across the curriculum. The four specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design provide further opportunities for children to develop and apply their knowledge and skills.

We place particular importance on communication and language, recognising the impact that developing children's vocabulary, listening and attention, and ability to communicate effectively has across all areas of learning.

Our curriculum extends beyond the classroom through visits, visitors and real-life experiences. These experiences provide children with opportunities to develop their understanding of the wider world and make meaningful connections between their learning and their own experiences.

Strong collaboration between Nursery, Reception and Year 1 staff ensures that learning progresses sequentially and that children build on their existing knowledge and understanding as they move through the Early Years and into Key Stage 1.

- To provide an appropriate balance between play and adult-led activities:

We recognise that play is central to children's learning and development. Children are given time and space to explore, investigate, practise skills, revisit learning and follow their own interests through carefully planned continuous provision.

Alongside this, adults provide purposeful, carefully planned teaching and learning opportunities to introduce new knowledge, develop specific skills and support children with their next steps.

Our provision offers a balance of child-initiated play, adult-guided learning and adult-led teaching, both indoors and outdoors. Adults know when to step in to support, model, question and extend learning and when to give children the time and space to explore independently.

- To collaborate with parents and carers to build and develop strong relationships:

We recognise that parents and carers are children's first and most enduring educators and value the knowledge and experiences that families bring.

We use a range of approaches to develop strong relationships with families and encourage active participation in children's learning. We hold Stay and Play sessions each term, allowing parents and carers to experience their child's learning first-hand and explore the learning environment. We also invite parents and carers to Meet the Teacher and Parents' Evening events. Regular communication is

maintained through our school app and individual class blogs on the school website, keeping parents and carers informed about their child's learning and experiences.

We also provide transition sessions for Nursery children entering Reception, alongside parent and carer phonics and maths workshops for Reception and Year 1. These opportunities help parents and carers understand the school day, our approach to learning and how they can support their child's development at home.

We recognise that formal sessions may not suit every family, so we provide both formal and informal opportunities for parents and carers to communicate with staff, share information and discuss their child's learning and development.

- To use assessment to help children extend their thinking and embed their learning:

Assessment is an integral part of our teaching and is used to understand children's learning, identify their strengths and recognise where additional support or challenge may be needed.

We use on-entry information, ongoing observations, professional knowledge and assessment to build a clear picture of each child's development. This information is used to inform planning, adapt provision and identify appropriate next steps.

Our approach to assessment is proportionate and purposeful. We do not use assessment as a tick-list or create unnecessary paperwork. Instead, assessment is used to inform teaching and ensure that children have opportunities to develop depth and security in their learning. This reflects the principles set out in Development Matters.

Where appropriate, assessment information is used to identify gaps in learning and inform targeted support and intervention. Our aim is to enable children to 'keep up' rather than 'catch up'.

We work closely with parents, carers and relevant outside agencies to ensure that children who require additional support receive appropriate and timely provision. We use professional advice and expertise to ensure that strategies are carefully matched to individual children's needs.

Impact

- To provide an EYFS curriculum with no limits or barriers:

Children are confident, resilient and increasingly independent learners who understand that they can achieve through effort, exploration and perseverance. They have access to an inclusive, ambitious and challenging curriculum that enables every child to participate and make progress.

- To provide a curriculum that is inspiring, engaging and exciting:

Children develop a broad and secure foundation of knowledge and skills across the seven areas of learning. They develop a rich vocabulary, communicate effectively, demonstrate curiosity and make meaningful connections between their learning and experiences.

Children can recall and apply their learning and demonstrate enthusiasm for exploring the world around them.

- To provide an appropriate balance between play and adult-led activities:

Children learn through a carefully considered balance of purposeful play, continuous provision, adult-guided learning and adult-led teaching.

They become increasingly able to explore independently, sustain concentration, solve problems, develop ideas and apply their learning in different contexts. They demonstrate the Characteristics of Effective Teaching and Learning and develop positive attitudes towards learning.

- To collaborate with parents and carers to build and develop strong relationships:

Parents and carers develop strong, positive relationships with EYFS staff and are actively involved in their child's learning and development.

Communication between home and school is open, supportive and reciprocal. Families understand how their child is progressing and are provided with meaningful opportunities to contribute to and support their child's learning.

- To use assessment to help children extend their thinking and embed their learning:

Assessment provides a clear understanding of each child's strengths, interests, knowledge and areas for development. Staff use their professional knowledge and assessment information to adapt teaching and provision and provide appropriate support and challenge. Children make progress from their individual starting points and develop increasing independence, confidence and depth of understanding.

By the end of Reception, children have developed the knowledge, skills and dispositions needed to make a successful transition into Year 1, providing strong foundations for their continued learning throughout school.